# The Role of Applied Linguistics in English Teaching Materials in Higher Education

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**Abstract**

*The goal of this research was to find out what role linguistics plays in the English teaching process that takes place at Bakti Indonesia University. The lecturer of Bakti Indonesia University, teaching English along with technological developments can be implemented with various methods and development efforts. One of the efforts made was to optimize the linguistics role, especially applied linguistics, in English teaching process. It is very natural in English teaching process as broad knowledge which is fundamental about the principles of language being learned. The linguistic theories of English lecturers and teaching staff will not find any problems in describing a language especially English in its use. The research method used was descriptive with qualitative approach in its implementation. From the results can be concluded that the teaching method of English language material is not only learning system that plays major role, but more than that it is communication medium that can understand the basic principles of English teaching. For a student that learning any language requires a lot of process and practice in English.*

## I. Introduction

In the 4.0 era, ability to use teaching methods is one of the components that must be mastered by lecturers, including learning English in order to create effective learning process (Doiz, Lasagabaster, & Sierra, 2013). Along with the rapid development of science in the field of English, materials that can be used as material and must be conveyed to learners, in this case are students, also increasingly complex (Khan, 2011). Therefore a lecturer is required to be able to choose exactly what teaching methods can be taught so that learning produces desirable and sustainable goals (Maharani & Astuti, 2018).

As a means of communication, on the other hand, language in communitylife emphasizes the use of language which makes interactions between speakers and speech partners run well even though it is carried out bilingual (Larsen-Freeman & Anderson, 2013; Maharani & Astuti, 2018). When examined in more detail, the components of linguistics are the language that commonly used or become the habit of a group of people, according to culture, and values (Anderson, Dogoriti, & Pange, 2014). Seeing this, interactions are carried out using language, so that language becomes part of community life (Anderson et al., 2014)..

As the thought described above, language material teaching is one of the most important in the development of the study or discussion of science, especially the English language. The developing theories that related to English in the context of teaching is currently growing rapidly along with human development, especially in the field of information technology. This cannot be separated from history which then has impact on the

development of scientific knowledge globally, including in the field of English (Anderson et al., 2014; Khan, 2011). This can be explored in the areas of change that occur related to language learning.

Advances in language theories have significant indirect or direct impact on the theory of language teaching. Changes in language theories demand teaching must also change, it can even be said that language theory is the philosophical basis of language learning. Therefore, the development of language theory that occurs in an era will be reflected in the resulting theory of language learned at that time (Brown, 2000). For example, structural linguistic theory that developed in the 1920s to 1970s had significant impact on language learning theories such as the Audiolingual Method and the Grammar Translation Method.

In the view of structural linguistic theory, language is word structure that has regularity. English material teaches about the structure in the language (Brown, 2000; Larsen-Freeman & Anderson, 2013). From 1970 to the present, Chomsky said that language is not only corpus structure as proposed by structuralists, but rather an inner structure that underlies the ability to use language as a whole (Peniro & Cyntas, 2019).

## II. Review of Literatures

### 2.1 Linguistic Definition

The term linguistic, originates from the Latin term "lingua" which means language. In French terms, namely "langage-langue", Italian "lingua", Spanish is "lengua" and what comes from English is "language". The suffix "ics" in linguistics contains a meaning to describe the name of science, which means the science of language, such as the term economics and so on.

Pringgodigdo's opinion that English, as quoted by Mansoer Pateda, linguistics is the study of language based on knowledge ". AS Hornby maps the word Linguistics into two segments, namely as an adjective and a noun. Linguistics in the context of an adjective means "the study of language and languages". Linguistics in the context of a noun, means "the science of language; methods of learning and studying languages". Therefore, linguistics in AS Hornby's opinion is the science of language or how to learn language (Chen & Goh, 2011; Peniro & Cyntas, 2019).

Based on the explanation above, the object of linguistic study is none other than language, which in this case is human language as interaction system or communication between humans. As the primary object in this case is spoken language. Meanwhile, written language becomes secondary object of linguistics, because written language is "derivative" of spoken language.

Ferdinand De Saussure (1857-1913) as linguistic expert who comes from the Swiss nationality and has been named as the father of modern linguistics, he explains that there are several linguistic objects, including: Langage is a language as usual, langue means English, and parole which means accent, speech, and / or utterance.

### 2.2 Applied Linguistics

The word applied has equivalent the word to apply, which means to use, use, step on, use, and exert. Meanwhile, the meaning of the word applied is applied. The word applied was born a combination of the word applied with linguistic which has a meaning equivalent to linguistics. The word applied linguistics refers to activities that accommodate several things that are related to solving language problems or dealing with several possibilities related to language.

Different views of linguists on the term applied linguistics, as suggested by Spolsky, Bernard, and Francais M. Hult. (2008), that they are more in agreement with the expression educational linguistics. They argue and give reasons that the scope of applied linguistics is broad in scope compared to educational linguistics, because applied linguistics contains lessons in translation, lexicography, planning and other matters related to language.

Applied linguistic studies have object of language study, namely the language used by humans as system of interaction, communication, using speech. In addition, humans in everyday language or the language used daily in certain societies. Thus has the meaning of spoken as the main object or linguistic primary. As the primary object in this case is spoken language. Meanwhile, written language becomes a secondary object of linguistics, because written language is a "derivative" of spoken language.

There are several fields of science that have relationship with applied linguistics as the object of study (Ament & Pérez-Vidal, 2015), namely: Applied linguistics regarding aspects of language as well as in the language used. Thus what is meant by pure linguistics or in terms is pure linguistics. In addition, the science of language. The term language is used metaphorically or in other terms it is figurative. The knowledge that is part of this component is kinesics and paralinguistic's. Kinesics is science that contains body movements, such as nodding as a cue, gesture and so on.

Paralinguistics is science with investigation that focuses its concentration on certain activities that help provide understanding in communicating by accompanying pronunciation or utterances in language, such as breathing, nodding, laughter, small coughs, anu and other things. In paralinguistik there is another opinion, namely the field of science about opinions about language. In addition, there are those who argue that this is the science that discusses linguistics. The purpose of linguistics is study or investigation that emphasizes itself in linguistics, an example is the study of the course of linguistics, which is to discuss linguistics from historical point of view.

Referring to this explanation, a science can be called pure linguistics if the object of study is about language. It can be said that applied linguistics is based on scientific studies, that is, when studying linguistics in terms of its various aspects. Language has many aspects, namely sounds, morphemes and words, phrases and sentences. Linguistics is called phonology when studying the sound aspects of language, morphemes or words are called morphology, phrases / sentences are studied in the field of syntax, while the meaning section is studied in semantics. That is what is called the branch of linguistics (Ament & Pérez-Vidal, 2015).

The explanation above illustrates that applied linguistics has a focus on the implementation of linguistics in language teaching (Brown, 2000). There are several characteristics in applied linguistics, including that applied linguistics is closely related to the practical application of linguistics, applied linguistics is not a theory, but the implementation of linguistic theory, and improves practical tasks by focusing on language problems.

## 2.3 Communicative Language Teaching

Responding to the view (Ament & Pérez-Vidal, 2015) which states that English is "creativity" in the use of language, then many views emerge that language learning methods and strategies that use structural linguistic theory as philosophical basis are not feasible to use. Starting with the theory (Larsen-Freeman & Anderson, 2013) regarding communicative competence, language is seen as medium of communication, so that language skills are known from the ability to use language in communication.

Hymes argues that communicative competence has several understandings which include understanding the language system and its implementation in real communication (Khlai, 2013). According to Chomsky, competence is interpreted as inner structure behind the

communication model using countless sentences (Parnawati & Ulinuha, 2019). In practice, Hymes' opinion is used as the philosophical foundation of Communicative Language Teaching. Communicative Language Teaching emphasizes language learning from the communication dimension. Language is the ability possessed by humans to communicate with other humans using signs, such as words and movements. Because of its diverse types, language has become an important means of connecting between human beings (Jegede, 2020).

## 2.4 Relationship between English Teaching and Applied Linguistics

Relationship between language teaching and applied linguistics, explained by Soenardji, has relationship in the field of scientific analysis on factors that are neatly arranged into phonological, morphological, and syntactic principles which are then processed into learning materials in language materialteaching.

Khlai argues (Khlai, 2013) that the purpose of learning implementation process on language material is to develop learners' skills in interacting and speaking in various communication contexts. The ability to perceive meaning is ability that must be developed, including roles, interpretation, judgment, and self-expression using language (Peniro & Cyntas, 2019). All of them are categorized into language, understanding, and usage.

The contribution of linguistics to the teaching process is to provide various avenues (Tomlinson, 2012) as well as tools that are important enough to set goals and objectives for learning English and make it easier to explain. This is because linguistics is a tool that can be used by language lecturers in describing and analyzing language. In this case, of course, it will help teachers in the process of teaching language material. Indeed, this is not the only tool that can be used in the learning process, but it is the most important tool in English language material (Talmy, 2010).

Basically, language teaching is a process of developing sufficiently deep knowledge by using language that is part of the culture in society. Without the existence of linguistic theories, the learning process of English material cannot be studied properly; teachers will not be able to accurately describe language (Nguyen, Warren, & Fehring, 2014). In this context, linguistics can be categorized as having achieved very important results. Linguistics is also important because it relates to humans and their relationship with language, the relationship between language and thought, and the relationship between people and language (Darvin & Norton, 2015). Linguistics has aim to analyze the character of human language and analyze thelearning, social, and human thinking problems (Peniro & Cyntas, 2019).

## 2.5 English Learning

According to Resien (2020) learning is the process of changing behavior due to interactions among individuals and the environment. As explained earlier that changes in learning methods and strategies occur internationally. Changes that have occurred in Indonesia, especially in higher education, are reflected in the curriculum currently being implemented by the government nationally throughout Indonesia. Currently, the higher education curriculum refers to the concept of KKNI and KPT (Setiawan, 2017). Seeing the curriculum development in Indonesia which has undergone several changes, which is currently leading to independent campus. The existence of the KKNI and KPT curriculum uses communicative approach, from which it was originally teacher-centered, now it has to be balanced between educators and students, including for language teaching. Operational in teaching English is technically applied in higher education, which is carried out continuously (Setiawan, 2017). The strong version of communicative teaching, on the other hand, maintains that language is acquired through communication (Rahmati, 2019).

## III. Research Methods

This research used descriptive analysis. While the approach used was qualitative. In this study, qualitative approach was intended as process in research based on the methodology in investigating object or phenomenon in social life related to human problems. The research process carried out was that the researcher creates a complex illustration by examining the words and opinions of respondents, and conducting studies in natural situations.

In addition, this research was carried out on natural object and based on discoveries. In this case the researcher was the core instrument. Therefore, the researcher provided various provisions needed in the research so that the research process was really carried out in a planned manner and was ready with all the possibilities that occur in the field during the process. The emphasis of this research was more on the study of meaning and value. If the problem was not clear from the results of the study, then do a search again to find out the hidden meaning in the object of this research.

In data collection, researchers used data collection techniques such as observation, interview, and documentation techniques, based on these concepts, the three data collection techniques were used in this study to obtain data in the form of observations and information from informants. The results of the information from the informants are then checked again through field studies or observations and vice versa to get data that was truly valid.

## IV. Discussions

In general, linguistics is understood as the study of language or the science that study language. In other words, language is the object of study. This is as stated by Ament (Ament & Pérez-Vidal, 2015) the science study about human language. The science of linguistics is often called general linguistics, meaning that linguistics does not only discuss language alone, but also studies the intricacies of language in general.

Learning about linguistics, especially for lecturers in higher education, will certainly help in implementing their duties as educators (Erlina et al., 2019). There are several benefits that can be obtained from studying linguistics, among others. First, educators will be equipped with theories about the basic meaning of language. Second, linguistics equips educators in analyzing the components of language, namely morphology, phonology, semantics, and syntax. This is useful in preparing for things that might occur obstacles in the implementation of language learning. Third, equip educators about language learning methods as a branch of applied linguistics and are able to use language theories in the teaching and learning process. Fourth, making educators as linguists, namely having good abilities in the field of language.

Improving the quality of learning in English material from various aspects, of course, plays major role in achieving the goals of education itself (Chen & Goh, 2011; Darvin & Norton, 2015). The relationship between linguistics and language teaching, Soenardji argues, includes: Scientific analysis based on various factors which then become references or phonological and morphological propositions. Language education at least later will be instrumental in preserving language education (Khan, 2011). In teaching, applied linguistic has concentration on several aspects, namely theoretical items which have strong validity in linguistics and may be strived to be in line with and in line with theoretical items in linguistics.

It must be admitted that, students can learn language well and it come from the educational process where students can learn language quickly and effectively and efficiently

(Chen & Goh, 2011; Larsen-Freeman & Anderson, 2013). Things that can be taken in achieving success in language material, namely analyzing the objectives and characteristics of the study and students, analyzing learning resources, determining organizational strategies, learning content, determining learning delivery strategies.

Language learning process, especially English, there are a number of variables, both nonlinguistic and linguistic, both of which can determine the success of the teaching and learning process (Maharani & Astuti, 2018). Variables are not things that independent and stand without attachment, but things that interrelated, related, so that they form a network system (Khan, 2011).

Indonesian language or English are closely related to applied linguistics (Peniro & Cyntas, 2019). The thing that become study of applied linguistic studies is contrastive analysis and is very useful for educators in determining what material will be explained in the teaching and learning process and adjusted for the similarities and differences between each language (Maharani & Astuti, 2018).

Error analysis facilitates the lecturers and students to use and correct any errors that may occur in using the second language, thus avoiding errors in using language (Khlai, 2013). Language analysis also helps in taking methods that can be used in teaching and learning in language material. In addition, he is an expert in the field of language learning. This is illustrated by the high enough attention to modern language learning. Even very critical of the use of grammar methods in the field of translation. Teaching foreign languages is at least carried out with oral mastery of the language (Larsen-Freeman & Anderson, 2013).

Effectiveness and efficiency in the application of teaching methods cannot be separated from the introduction of teaching materials. Therefore mastering teaching methods is something that is quite important for educators. The method may actually be worrying and become an obstacle to the course of the teaching process. Therefore, it is very important to study well so that you really master the characteristics of learning method (Peniro & Cyntas, 2019; Talmy, 2010).

## V. Conclusion

Lecturers in learning Indonesian and English materials, at least understand linguistic theories, master well and understand the basic principles of English teaching using methods that facilitate the students and students do not experience difficulties. In this case, applied linguistics is function in the field of knowledge about natural and natural languages. While the discussion object of applied linguistics, namely nothing but language, human language that has been formed and built in social communication system using speech. The daily human language in social life is the language used daily by humans. Another conclusion from applied linguistics is that it focuses its attention on two things, namely items of validity theory and alternative possibilities as guides for the implementation of language teaching.

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